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teacher's role	worksheets	quizzes	personal involvement	
testing factor	Negroes	Ku Klux Klan	information sheets	

17. ABSTRACT (MAX. 250 WORDS)

The student should be able to express the purpose of symbols and use words in speaking and writing a paragraph using different forms of words of different shades of meaning and levels of difficulty. He should be able to add prefixes, suffixes, and other affixes to a list of root words and understand words and their origins. Given a paragraph, the student should be able to identify words which influence feelings, be able to demonstrate his ability to find and use resource materials by independent use of the library, and be able to speak and write about his involvement in current affairs.

In the evaluation of the unit, certain procedures are followed. A diagnostic test is given at the beginning to determine where the students stand in relationship to the skills and content matter. Students are formed into three groups, by test scores. The test is to be given again at the conclusion of the 4-week teaching period to determine the students growth in the areas concerned.

Worksheets, cartoons, information sheets, and quizzes cover such subjects as NAACP, Ku Klux Klan, Civil Right Organizations, and prominent Negroes.

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UNIT

THE POWER OF WORDS WITH English-Social
EMPHASIS ON CIVIL RIGHTS.

TAUGHT AT CROTON - SUMMER '64

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education

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file: Madison area project

UNIT FOR TEAM ONE

CROSS SCHOOL-SUMMER, 1964

THE POWER OF WORDS WITH EMPHASIS ON THE CIVIL RIGHTS CRISIS

Teachers

C. Byrd
D. Gilbert
W. Shepperd
R. Cullivan

Interns

J. Senk
B. Groves
R. McFall

Please Return To:

CLEARINGHOUSE
CENTER FOR RESEARCH AND DEVELOPMENT
ON EDUCATIONAL DIFFERENCES
HARVARD GRADUATE SCHOOL OF EDUCATION
CAMBRIDGE, MASSACHUSETTS 02138

UNIT- THE POWER OF WORDS WITH EMPHASIS ON THE CIVIL RIGHTS CRISIS

Objectives of this unit (objectives for the student)

1. Symbolic language-Student will be able to express or verbalize the purpose of symbols-what they are-and be able to differentiate them.

2. Levels of meaning-Student will be able to use words in speaking and writing a paragraph using different forms, shades, and levels of words.

3. Analysis of words-Student will be given a list of root words from which he will be able to add prefixes, suffixes and other affixes.

4. Etymology of words-Student will exhibit a curiousity about words and their origins.

5. Propaganda-Given a paragraph a student will be able to identify words which influence feelings.

6. Use of resources- Student will demonstrate his ability to find and use resource materials by independent use of the library and other materials

7. Personal involvement-Student will be able to verbalize and write about his involvement in current affairs-this follows his having been exposed to articles, speeches, field trips, movies, and newspapers.

Notes:

UNIT-THE POWER OF WORDS WITH EMPHASIS ON THE CIVIL RIGHTS CRISIS

Objectivies of this unit(objectives for the teacher)

1. Symbolic language-Student will be taught to recognize that words stand for things. "Words are symbols."

2. Levels of meaning-Student will be taught to recognize the various degrees of the meanings of a word. "From the concrete to the abstract."

3. Analysis of words-To teach children to recognize that words are composed of many different parts which affect their meanings.

4. Etymology of words-To enlighten the student concerning the origin and development of worlds.

5. Propaganda- To teach students the methods of propaganda techniques.

6. Use of resources-To develop the use of the exsisting resources from which the student can gain useful information.

7. Personal involvement-To make the student aware of his personal involvement in the current situation concerning civil rights.

Notes:

UNIT-The Power of Words with Emphasis on the Civil Rights Crisis

3

Evaluation of this unit.

We shall evaluate this unit in the following manner:

1. Give a diagnostic test as early in the unit as possible to determine where the students stand in relationship to the skills and content matter of this unit.

2. Students will then be grouped by their scores from this test. There will be three groups.

3. This test will again be given at the conclusion of the 4-week teaching period to determine the students' growth in the areas concerned.

4. General outline of the testing manner.

   a. Symbolic language-Students will have to interpret a paragraph containing examples of symbolic language.

   b. Levels of meaning-Students will interpret a poem to indicate their knowledge of the levels of certain words.

   c. Analysis of words-Multiple choice questions will be used to determine the students' abilities to analyze words.

   d. Etymology of words-Multiple choice questions to determine students' abilities to match words with similar origins.

   e. Propaganda-Given a paragraph a student will be able to identify words which influence feelings.

   f. Use of resources-Typical matching and fill-in library knowledge questions-emphasis on civil rights' resources.

   g. Personal involvement-Student will write a paragraph concerning thismatter. Paragraph will be graded for both grammar and background knowledge.

5. Correction of test-Each of the seven members of the team will be responsible for correcting one of the seven questions on all of the students' papers. This is for the purpose of making the correcting as objective as possible.

Unit-The Power of Words with Emphasis on the Civil Rights Crisis

4

Following is a list of people, places, things, and ideas that should be kept in mind when the teacher or intern is making up her or his test questions.

People

Harriet Tubman
Frederick Douglas
Martin Luther King
Whitney Young
Phillip Randolph
James Forman
Moses
Roy Wilkins
Malcom X
George Wallace
Abraham Lincoln
Paul Johnson
Lyndon Johnson
Ralph McGill
Harry Golden
John Brown
Garret Smith
George Lincoln Rockwell
Earl Warren

Places

Philadelphia, Pennsylvania
Philadelphia, Mississippi
Auburn, New York
Washington, D. C.
Haiti
Maryland,
Mississippi
Syracuse
Alabama
Montgomery, Ala.
Birmingham,Ala.
Prince Edward County, Va.
Albany, Georgia
St.Augustine, Florida
Atlanta, Georgia
Jackson, Mississippi
Albany, New York
Plaquemine,Parish, Louisiana
Harlem, New York

Things

Underground R.R.
Urban League
Abolitionist
Freedmen's Bureau
Emancipation Proclamation
1954 Supreme Court Decision
SNCC
SCLC
Brotherhood of Sleeping Car Porters
NAACP
Black Muslims
Ku Klux Klan
State Commission on Human Rights
1964 Civil Rights Bill
14th., 15th Amendments
Society for Preservation of White Race
American Nazi Party
Letter from Birmingham Jail
Jerry Roscue
XXH.X Democratic Freedom Party
"I Have a Dream" Speech

Ideas

Non-violence
Segregation
XXXXXXXXXXXX
Integration
Civil Rights
Direct Action
States' Rights
Discrimination
Personal Involvement

Additions

5

Diagnostic Test-

This diagonostic test was given to evaluate the students' knowledge of-

1. Sentence recognition
2. Sentence usuage
3. Capitalization and punctuation

After the test we divided the students into 3 groups(above average,average, and basic) for learning these 3 English skills.

THE POWER OF WORDS

Capitalization – Punctuation
Sentence Recognition
Usage

6

NAME _____ Room _____

Directions: If the following group of words is not a sentence, write 0. If the group of words is a sentence, write 1. If the group of words is a Run-On sentence, write 2, in the space provided.

_____ 1. In Independence Hall in Philadelphia.

_____ 2. Words written on the Liberty Bell were taken from the Bible.

_____ 3. The Boston Tea Party, and the Battles of Lexington and Concord.

_____ 4. The Liberty Bell was once hidden in Allentown, Pennsylvania when the British took over Philadelphia.

_____ 5. The bell rang last at the death of the Chief Justice the bell cracked but what it stood for remained.

_____ 6. Segregation is separation.

_____ 7. The home in which Harriet Tubman.

_____ 8. Trip to the Harriet Tubman House in Auburn.

_____ 9. The Roses of the Underground Railroad before her death.

_____ 10. A field trip is a good way to obtain further information about a subject students enjoy these trips.

Directions: Choose the correct word from the parentheses and write it in the space provided.

_____ 1. Frederick Douglass (was, were) a Negro orator and writer.

_____ 2. He was a leader of the Anti-Slavery Movement (to, too, two).

_____ 3. During the Civil War he organized (to, too, two) Negro

4. He (saw, seen) President Abraham Lincoln and discussed the problems of slavery.

5. Douglass believed that (he, him) and other abolitionists could make a great contributions to the Anti-Slavery Movement.

6. The Narrative of the Life of Frederick Douglass was introduced to John and (I, me) on the same day.

7. The Civil Rights Bill (has, have) become a vital part of the law of the United States.

8. It is now against the law to deny services to people because of (they're, their) race.

9. (It's. Its) against the law to deny people the right to use public facilities because of race.

10. There (are, is) other points of the bill that will be studied by the class.

11. This bill (don't, doesn't) take rights away from anyone as the people who were against the bill had said.

12. Senator Goldwater (did, done) his part to stop the passing of the Civil Rights Bill by voting against it.

13. President Lyndon B. Johnson (don't, doesn't) have to campaign for a Primary Election by his party.

8

UNIT- THE POWER OF WORDS WITH EMPHASIS ON CIVIL RIGHTS

Name.....Homeroom.....date.....

The following paragraph has many mistakes in capitalization and punctuation. Write the correct lines under the printed lines.

i was born on february 14 1817 in maryland. i remained

(5 changes)

a slave until 1838 at which time i escaped to massachusetts

(3 changes)

Later i wrote an account of my days as a Slave? i became

(4 changes)

the Leading Fighter in the abolitionist cause in this

(2 changes)

nation. during the Civil War i helped recruit negro troops

(3 changes)

FOR the union Army. After the war i servod as a marshal and

(3 changes)

a recorder of deeds for the district of columbia. from, 1889

(4 changes)

to 1891 i was the U.S. minister to haiti!

(3 changes)

There are a total of 27 changes in the paragraph. By the way, who do you think this paragraph is describing?

I think it is.....

Material for lessons

We used the following worksheets and background material for the following lessons-

Material	Unit objective
1. Story of Liberty Bell	Symbolic Language
2. Picture of Liberty Bell	" " " " " "
3. Poem-Liberty Bell	Levels of meaning
4. Harriet Tubman story	Personal involvement
5. Sources of Civil Rights	" " " " " "
6. New Civil Rights Law	" " " " " "
7. Negro Population Map	" " " " " "
8. N.A.A.C.P. Sheet	" " " " " "
9. Civil Rights Organizations	" " " " " "
10. Ku Klux Klan sheet	" " " " " "
11. Ku Klux Klan cartoon	" " " " " "
12. Resources sheet & quiz	Use of resources
13. Unit workbook	" " " " " "
14. Sentence regog. worksheet	Levels of meaning
15. Sentence recog. info. sheet	" " " " " " "

Unit-The power of words with emphasis on Civil Rights

10

The Liberty Bell

In Independence Hall in Philadelphia, Pennsylvania is an old bronze bell. Its rim is chipped and it has a crack in its side which goes almost to the top of the bell. It has no use as a bell because it can not ring. Still many American go to look at that bell because of what it stands for in our history.

In 175 the people of Philadelphia were having a celebration to recall 50 years of religious freedom in their colony-Pennsylvania. They decided to order a boll from London, England. They were going to hang the bell in their new capitol building. They wanted the following words to be put on the bell.

> Proclaim Liberty throughout all the land unto all the inhabitants thereof/
>
> Leviticus xxv. 10

Those words were from the Bible.

When the bell arrived from London it was cracked while being tested for sound. The men who made the boll-Pass and Stowe-offered to break up the bell and recast it. Finally the bell was working and was hung in the steeple of the Pennsylvania State House in 1753.

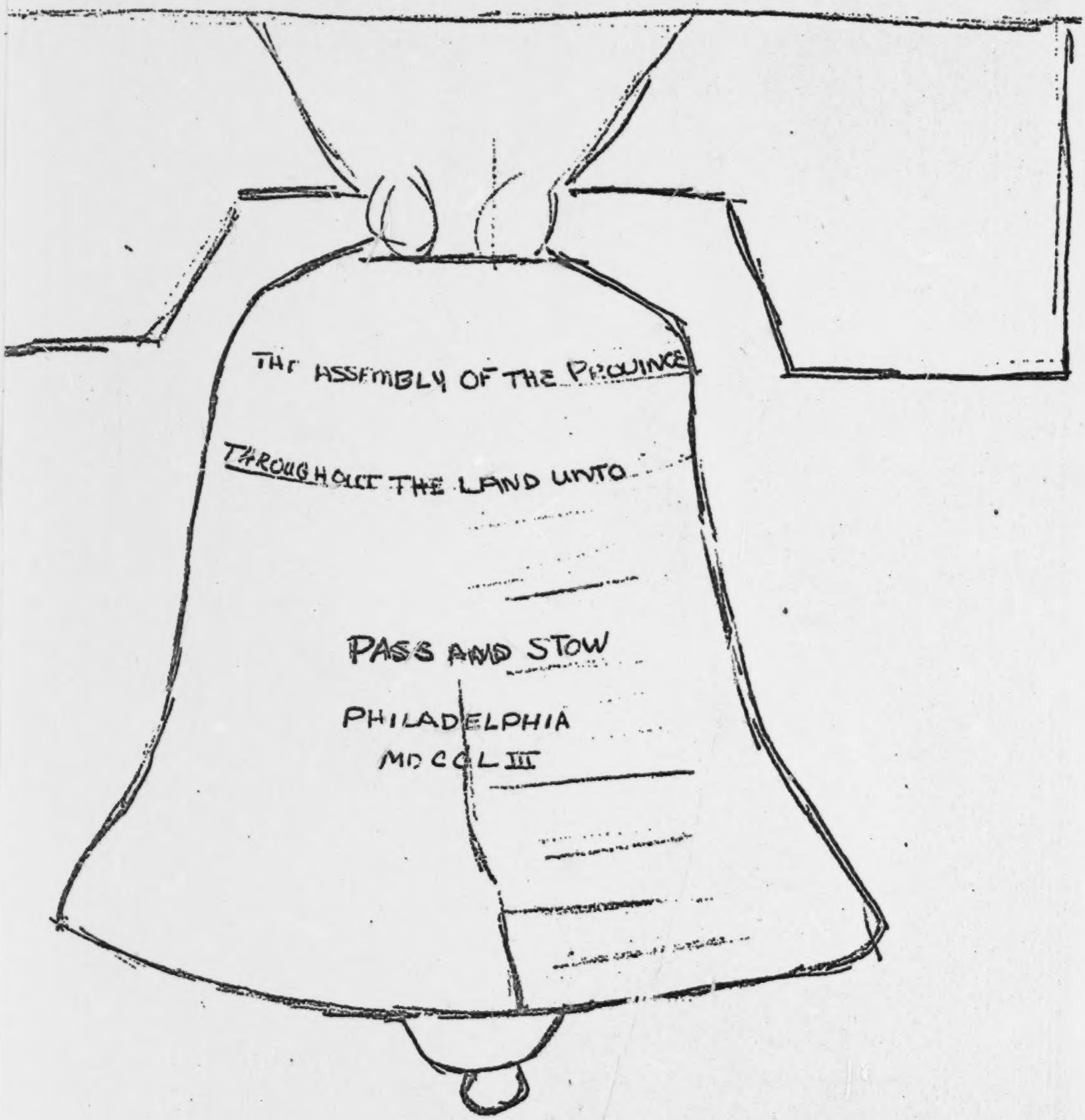
Soon the Bell begin to take part in many events of that time. Bells were very important in those days because there were no radios or t.v. and very few newspapers. Bell tolled for important meetings and special news.

The Bell was tolled at the time of the Stamp Act, the Boston Tea Party, and the Battles of Lexington and Concord. The Bell did not ring on July 4, 1776 as many people think. The Declaration of Independence was adopted that day but it was on July 8, 1776 that the Bell called the people to hear the Declaration read.

The British took over Philadelphia in 1777 and the Bell was taken in a wagon to Allentown, Pennsylvania where it was hidden under the floor of a church. The Bell was returned to Philadelphia in 1778 and it rang out the news of the surrender of Corwallis at Yorktown in 1781.

The Bell tolled when George Washington's funeral was held. It rang on July 4, 1826 when our second president--John Adams- and our third president-Thomas Jefferson-died.

The years went on and the Bell was getting old. In 1835 the Bell was tolling the death of John Marshall, the great chief justice of the Supreme Court, and its bronze side cracked wide open. The life of the Bell was over but what it stood for . . . remained.


THE ASSEMBLY OF THE PROVINCE
THROUGHOUT THE LAND UNTO
PASS AND STOW
PHILADELPHIA
MDCCLIII

UNIT-THE POWER OF WORDS WITH EMPHASIS ON CIVIL RIGHTS

The Liberty Bell
By George L. Kress

I met a wise man once;
To him I sadly said my day;
"I wish I'd heard the bell
Proclaiming Liberty that day."

The wise man raised his hand-
A school bell's peal came down to me.
The wise man smiled and said,
"The bell is ringing still, you see."

I chanced on him again;
Upon my lips complaint still lay:
"I wish I'd heard the bell
Proclaiming Liberty that day."

Again he raised his hand-
I heard a court bell, full and free.
The wise man smiled and said,
"The bell is ringing still, you see."

Once more I met the man;
I spoke to him the selfsame way:
"I wish I'd heard the bell
Proclaiming Liberty that day."

Once more he raised his hand-
I heard a church bell's stirring plea.
The wise man smiled and said,
"The bell is ringing still, you see."

Vocabulary words-

1. proclaiming
2. Liberty
3. peal
4. complaint
5. selfsame
6. stirring
7. plea

13

Harriet Tubman

Harriet Tubman was born a slave in Maryland. The date of her birth is not known. Before her death in 1913 she became known as the "Moses" of the Underground Railroad.

When she was about 25 years old she escaped from slavery in the state of Maryland and into the state of Pennsylvania. In the North she worked as a cook and laundress to raise money to help other slaves to escape.

She returned to the South at least 19 times to lead slaves to freedom in the North and Canada. Rewards of up to $40,000 were offered for her capture. She was never captured nor did she ever lose a "passenger" on the Underground Railroad. Years later she said-" I never ran my train off the track. And I never lost a passenger."

During the Civil War she served the Union as a nurse and a scout. Before the war she obtained a home in Auburn, New York but saw little of it during the War because of her service as nurse and scout.

Everyone loved and respected her for the greatness of her character. Until the day she died in 1913 her home served as a shelter for the poor and the sick.

Questions-

1. In what state was Harriet Tubman born?
2. What was the year of her birth?
3. How many trips did she make to help slaves escape?
4. What did she do during the Civil War?
5. Why do people respect her?
6. When did she die?
7. Where did she live in New York State?
8. What did she mean when she said -"And I never lost a passenger." ?
9. Why did she lead slaves into Canada?
10. She was about 25 years old when she escaped and it is thought this happened about 1849. Can you figure out from those two facts <u>about</u> what year she was born?
11. Who do you think offered rewards for her capture?
12. Do you know why she was called "Moses" of the Underground Railroad?

Vocabulary-

1. freedom.....line 9
2. scout .....line 13
3. respected...line 16
4. character...line17
5. shelter ....line 17

Unit-The Power of Words with emphasis on Civil Rights

CIVIL RIGHTS

1. What are civil rights? Civil rights are the rights(freedoms) that people have because they are citizens of a certain country.

2. What are some examples of civil rights?

   (a) The right to a fair trial
   (b) The right to own property
   (c) The right to practice your religion
   (d) The right to free speech
   (e) The right to freedom of the press
   (f) The right to mobility
   (g) The right to petition the government
   (h) The right to equal opportunity for employment

3. Why has there been so much discussion about civil rights?

When the Constitution was adopted in 1789, slavery was legal in the United States. The slaves were not granted the rights of citizenship and had no civil rights under the federal laws.

After the Civil War, the 14th. amendment was added to the Constitution which made the ex-slaves citizens. This amendment gave the ex-slaves their civil rights.

The 14th. amendment was not followed in many states. Laws segregating the Negroes were passed in many states. The states said that the Negroes could use their civil rights but that they must use them separately. The real reasons behind these state laws was to prevent the Negroes from voting, getting good jobs, getting a good education, and otherwise keeping them suppressed.

In 1896 a Supreme Court decision stated that the idea of "separate but equal" was all right under the Constitution. This meant that the states could have separate facilities as long as they were equal. This decision led to more and more segregation laws.

Throught all the years right up to today Negroes have protested against these laws on two main grounds-

1. The facilities were separate but not equal

2. No American citizen should be restricted in their mobility because this made them "2nd. class citizens"

Segregation laws were being passed right up to 1950. But in May of 1954 a major breakthrough came when the Supreme Court ruled that segregated schools were a violation of the Constitution. This was the start of many court cases concerning the segregation laws.

The 1960's marked the start of a new era in civil rights. Many organization started intensive drives for their rights as Americans.

The latest breakthrough in the civil rights struggle was on July 2, 1964 when the new Civil Rights law went into effect. At the present time it is being tested.

As long as 20,000,000 Americans do not enjoy their full and complete civil rights the struggle will continue. This struggle

Unit-The Power of Words and Civil Rights

15

On July 2, 1964 the 1964 Civil Rights Bill became the law of the United States after it was passed by both houses of Congress and signed by President Lyndon Johnson.

The main points of this new law are-

1. The Attorney General of the U.S. may ask for judges to review cases in which people say they are being kept from voting because of their race.

2. It is against the law to deny service to people because of their race in hotels, motels, restaurants, lunch counters, movie shows, gas stations, stadiums, and other places where the public is served.

3. It is against the law to keep people from using public facilities because of their race. Public facilities are such things as city or state parks, city or state golf courses, and public beaches.

4. The Attorney General is to start cases against places that keep children segregated in certain schools because of their race.

5. Federal money for projects will be cut off if discrimination is practiced on these projects. An example of this would be the building of a road with federal funds.

6. If discrimination is found in the hiring of people by a company or union the federal goverment will take action against the company or union.(This applies to places having 25 or more employees.

7. There are other points of the bill but the above will affect the most people.

This bill does not take rights away from anyone as the people who were against the bill have said. It only prevents discrimination against people because of their race, religion, nationality or sex.

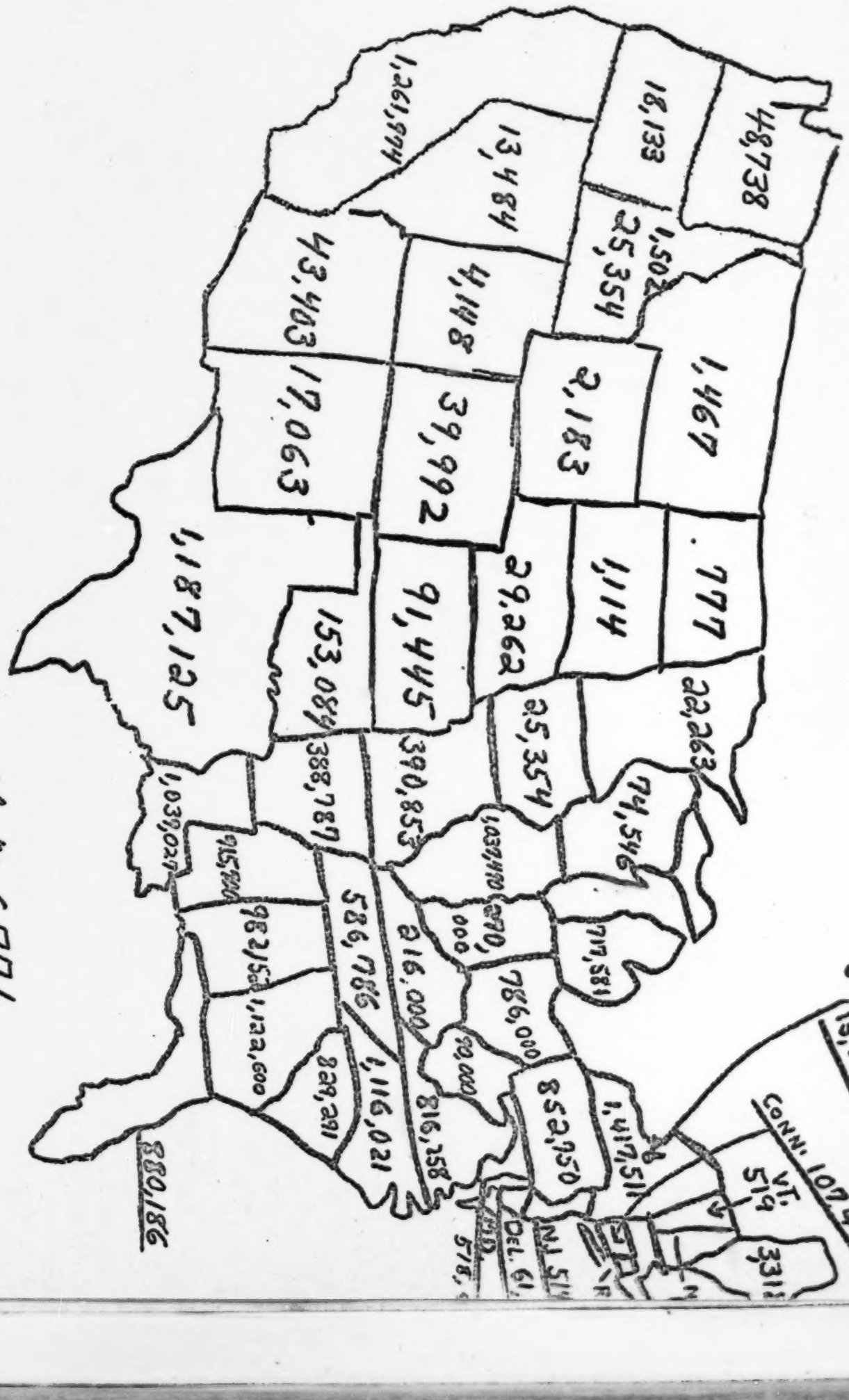
Thought questions-

1. A Negro was denied service at a motel in Atlanta, Georgia on July 3, 1964. Was this lawful or not? If not-why not?

2. A Baptist school teacher tried to get a job teaching at a Catholic school and was refused? Was this lawful or not?

3. A Negro was refused the right to swim at a public beach in Alabama. Was this lawful or not?

4. A White Basketball player applied for a playing job with the Harlem Globotrotters and he was refused. Was this lawful or not?


1,187,125
153,084
91,445
29,262
74,546
22,263
777
1114
25,354
18,133
48,738
1,261,894
13,484
43,403
17,063
4,148
39,992
2,183
1,467
25,354
1,502
1,880,186
880,186
1,039,020
388,787
390,853
586,785
1,116,021
828,281
1,122,000
82,153
216,000
816,258
786,000
90,000
852,750
1,417,511
SYRACUSE 15,000
CONN. 107,449
VT. 519
DEL. 61
N.J. 51
718,
331
777
1114
74,546
711,581
1,039,020
82,153
388,787
153,084
91,445
29,262
25,354
22,263
Alaska-6,771
Hawaii 11,943
TOTAL-18,871,831 (1960 CEN

17

Unit-The Power of Words with emphasis on Civil Rights

Friends of Civil Rights

National Association for the Advancement of Colored People

1. The NAACP was founded by members of the Negro and White races in 1909 in New York City. Its main purpose was to work for better treatment of the American Negroes. It wanted to gain for the Negro, the Civil Rights that he was entitled to as an American citizen.

2. Throughout the years the NAACP has come to the aid of Negroes who have been unjustly treated. It publishes books and pamphlets which call for more understanding among the races. It urges industry to give Negroes equal employment rights. The organization gives legal aid to Negroes who need protection of their civil rights.

3. The NAACP furnished the aid which brought about the School Case in the Supreme Court in 1954.

4. The NAACP fights most of its battles for Civil Rights in the Courts and by trying to get legislation favorable to civil rights advancement in the states and federal governments.

5. The executive director of the NAACP is Roy Wilkins. Its headquarters are at 20 West 40th. Street, New York,18,New York.

Questions-

1. What year was the NAACP founded?
2. Can only Negroes belong to the NAACP?
3. Who is the executive director of the NAACP?
4. What famous case did it win in 1954?
5. How does the NAACP fight most of its battles?
6. Where is the headquarters of the NAACP?
7. What is the main purpose of the NAACP?
8. Why does it publish pamphlets?
9. Why does it give legal aid to Negroes?
10. Where was it founded?

See if you can find out the following information and fill in this sheet when you come to school as soon as you get the information.

1. Is there an NAACP chapter in Syracuse?

2. Where do they meet if there is one?

3. When do they meet if there is one?

4. Who are the officers of this chapter if there is one?

Please don't ask a teacher-find this information on your own. This if good practice in research. When you find the answers write below how you found the information.

Unit: The Power of Words with emphasis on Civil Rights

Organizations

The National Urban League

Founded in 1910, this organization works . This organization mainly works to obtain better jobs and economic conditions for Negroes. It is only one year younger than the NAACP. The membership is about 25,000. Headquarters of the National Urban League is at 14 East 48th. Street in New York City.

The executive director of the Urban League is Whitney Young Jr. He became director in 1961 after seven years as dean of the Atlanta University School of Social Work. He serves on many committees, including the President's Committee on Youth Employment. He is a graduate of Kentucky State College, has a master's degree from the University of Minnesota. He is 42.

The Southern Christian Leadership Conference

This organization is found in the Southern states. Its leader is Martin Luther King. It was King, who in 1956, led the successful Montgomery,Alabama bus boycott. The organization believes in non-violent tactics. It was the force behind many sit-ins in the South. The organization was active in the Albany, Georgia movements and the recent civil-rights demonstrations in St. Augustine, Florida.

Martin Luther King is now 35 years old. He is co-pastor, with his father, of the Ebenezer Baptist Church in Atlanta,Georgia. He has his philosophy degree from Boston University.

Congress of Racial Equality

This organization, better known as CCRE, has been very active in both the North, and South. It has been behind many of the sit-ins, walk-ins, and other types of civil rights demonstrations. The organization has 45,000 members and its headquarters is at 38 Park Row in New York City.

James Farmer was one of the founders of the organizations in 1943. He is the national director of the Congress at the present time. Farmer is from Texas and he is the grandson of a slave. Farmer was a pioneer in the non-violent, direct action tactics of fighting racial segregation. He has followed the methods of Mahatma Gandhi of India. Farmer was a leader in the original "Freedom Ride" across the South in 1961.

Summary

There are 5 main organizations in the civil rights drives. They are the following:

1. The N.A.A.C.P.
2. The S.C.LC
3. C.O.R.E.
4. SNCC (
5. Urban League

There are other organizations in the current struggle for Civil Rights. In the last few years these organizations have become more [illegible] with

Unit-The Power of Words with emphasis on Civil Rights

Enemies of Civil Rights for all people

The KuKlux Klan

1. The name-KuKlux comes from the Greek word for circle. Klan is for the English word meaning-group.

2. Foundations- The Klan was founded at Pulaski, Tenn. in 1866 as a social group for Confederate War Veterans. It was very quickly turned into a group used to terrorize the former slaves in the South. The Klan grew rapidly in the ex-Confederate states.

3. Organization- The Grand Wizard is the head of the Klan.
   Each realm(or state organization) was ruled by a Grand Dragon.
   A Titan heads each province(or county)
   A grand cyclops rules each den(or local unit)

4. Reconstruction- The Klansmen tried to prevent the freed Negroes from voting after the Civil War. They rode at night, wearing masks and white cardboard hats. They were draped in sheets and they draped their horses in sheets.

   The Klan grew more violent in their methods-they frightened, flogged, tortured, and lynched Negroes. They did the same to Whites who sympathized with the Negroes.

5. Federal Government-In 1871 the Force Bill was passed by Congress. The This became law and the Klan was suppressed because it was a conspiracy against the government The Klan soon disappeared as the Southern Whites gained control of the state governments.

6. New KuKlux Klan- In 1915 a new Klan was started in Atlanta,Ga.,It directed its activities against Negroes,Jews, Catholics, and foreigners. At the height of its power in the 1920's it had 5,000,000 members. It became a political force in many states. D.C.-Stephenson, head of the Indiana Klan, became a virtual dictator in that state.

7. Activities and end of 2nd. Klan- It burned fiery crosses and beat, flogged, lynched, and tortured people whose actions it did not like. After the 1920's it lost ground. In 1944 it was formally dissolved because it could not pay $500,000 it owed the government in taxes.

8. The modern(3rd.) Klan-Klans came back in 1946. In 1949, 6 state Klans formed a national Klan. The new Klan said they would not violate the law but in 1957 Klan members were found guilty of kidnaping a Negro in Florida. The Klan is now active in 1964 mainly in

20

"I ALWAYS WONDERED WHAT YOU GUYS LOOKED LIKE UNDERNEATH"

©1964 MAULDIN
Chicago Sun-Times

1. What does this cartoon mean?
2. What does "KKK" on the sheet mean?
3. What do you know about the KKK?
4. Is the KKK active today?
5. What does the KKK have to do with a unit on Civil Rights?

6. Now use your imagination and draw a cartoon about the KKK on the back on this paper.

Unit- The Power of Words with emphasis on Civil Rights

Resources

In the study of our unit one of our objectives is to have the student gain a better knowledge of what resource books are and how to use them.

These are the main resource books-

1. Almanacs-Contains facts and statistics concerning dates of events, population, trade, deaths, and other statistical information.

   ex: If you were looking for the population of Mississippi you would look in an almanac.

2. Atlas- conatins many types of maps-physical, political, economic maps.

   ex: If you were looking for the location of Birmingham, Alabama -you would look in an Atlas.

3. Gazeteer- geographical dictionary-gives names of places in the world

   ex: If you wanted to know in which state St. Augustine is located-you look in a gazeteer

4. Encyclopedia-a book of set of books in which the various fields of knowledge are in separate articles.

   ex: If you wanted to find a short article on Frederick Douglass- you look in an encyclopedia

5. Biographies(reference) -Books containing short informational sketches on famous people.

   ex: If you wanted to find some information about Roy Wilkins -you could look in Who's Who's in America(a biography

6. Periodical Indexes-These are booklets containing the information on where to find articles in magazines.

   ex: If you wanted to read all the current articles on civil rights-you use a periodical index such as the Readers' Guide to help you find the articles.

7. Dictionaries- These can be used to find the following information about words-pronuciation, spelling, meaning, derivation, what part of speech it is, plural of the word.

   ex: If you want to find the meaning of the word-segregation- look in a dictionaries

8. Other resources-(A) Diaries
   (B) Pamphlets
   (C) Bibliographies
   (D) Parliamentary Practice rule books
   (E) Yearbooks

Unit-The Power of Words with emphasis on Civil Rights

Resources(cont)

The seven main resource books are-1. Almanacs
2. Atlases
3. Gazeteers
4. Encyclopedias
5. Biographies(reference)
6. Periodical Indexes
7. Dictionaries

Answer the following questions by writing the name of the resource book you would use to complete the task.

1. How do you pronounce-integration?..... .....
2. How far is Jackson,Mississippi from Syracuse?.....
3. What are the sources of our civil rights?.....
4. Where was Frederick Douglass born?.....

5. What state is Prince Edward County in?.....
6. What is the plural of ruight?.....
7. What is the derivation of the word-railroad?.....
8. How many Negroes live in Mississippi?.....
9. Where can I find that article -"Letter from Birmingham??///.....
10. What part of speech is the word-direct?.....

11. Where did Roy Wilkins go to college?.....
12. How do you pronounce-Alabama?.....
13. What are the landforms around Atlanta,Ga. like?.....
14. Where is Haiti?.....
15. How far is to Auburn, New York?.....
16. Where can I find a map of Louisiana?.....
17. What does-violent-mean?.....
18. What page was that article about The N.A.A.C.P. in the May issue of Ebony magazine on?.....
19. Where can I find a short article about Abraham Lincoln? .....
20. What is the population of Virginia?.....

Give three example of how you might use the following resource books -make up your answers from your imagination-don't use any we have used above.

Three ways I could use an Atlas are
1._____
2._____
3._____

Three ways I could use an Almanac are-
1._____
2._____
3._____

Three ways I could use an Encyclopedia are-
1._____
2._____
3._____

My Unit Workbook

Power of Words with Emphasis on Civil Rights

Student's name.....
Homeroom.....

Keep this workbook on your own. At the end of the summer school term -they will be collected and the student who has the best one-after they are judged-will receive a certificate for good work and a small pin with the letters-MJHS on it.

Instructions-On this page use your imagination to make a symbol which represents our unit.

Instructions for the next page- page 2- write 5 words that have something to do with civil rights and put their meanings-use a dictionary

Unit: The Power of Words with emphasis on Civil Rights
Topic-Sentence recognition

24

1. What is a sentence? A sentence is a word or groups of words which has a subject, predicate, and is a complete thought.

   (a) Subject-noun or pronoun(naming word)
   (b) Predicate-word or words which tell what is said about the subject(the verb)
   (c) Complete thought-must make sense

2. Example:-Fredrick Douglass was an abolitionist.
   Fredrick Douglass is the subject(a noun,in this sentence)
   was an abolitionist is the predicate(was is the verb)

3. Phrase-a phrase is a group of words not having a subject and a verb.
   Example: after the demonstration

4. Clause-group of words having a subject and a verb
   Example: after the demonstration was over

5. Independent Clause-if a clause expreses a complete thought then it is a simple sentence

6. Dependent Clause-a dependent clause does not express a complete thought therefore it is not a sentence.

7. Fragments-groups of words that are not sentences-.
   Example: always walking

8. Why is all of this important?

   1. You must be able to write in sentences so that you can make yourself understood.
   2. You must be able to speak in senteces so that you can make yourself understood.
   3. You must be able to identify senteces so that you may read.
   4. We needs names such a subject-clause-phrase-so that we may tell each other what we are talking about.

   We can't say-a thing needs three things, one thing, another thing and a complete thing.
   You see how difficult it becomes to explain ourselves?
   Therefore we say- A sentence needs the following parts: a subject, a predicate, and a complete thought.

9. Do you know anyone who talks like this?

   Did you know the what do you call them? are coming here to sing their new song uh....a.....well,you know the name of it. There going to be at the place there,you know what place I mean. I think it is going to cost about uh-I forgot or it is free, maybe- I think-well, you probably read about it in something or other. Well-good bye...uh...ah....say! what is your name anyhow?

POWER OF WORDS

Sentence Recognition
Class Practice

25

NAME _____

1. When we have complete sentences, a period shows where one sentence ends and a capital letter shows where the new sentence _____.

2. Sentence — We need words to communicate. (You write a short sentence that is related)

_____

_____

3. Two Sentences — We need words to communicate.

Words can influence the feelings of people.

These two sentences can ~~xx~~ be made into one sentence if you write a connecting word and place a comma before. (Write the sentence using the connecting and a comma).

_____

_____

_____

4. We need words to communicate words can influence the feelings of people.

This is called a run-on sentence, because there is no _____ on _____ to connect them on a period and a capital to seperate them.

5. The theme for our unit is The Power of Words, Radio depends on words.
The theme for our unit is The Power of Words, and Radio depends on words.

(Which sentence is the Run-on sentence ? Under Line the Run-on sentence).

6. Words are quite Imporiant. They can be used to arouse desire.

(These are two complete sentences, each with a subject and a verb. They should be written(together, apart)

7. Identify the following: (Write 0 for fragment, 1 for sentence, 2 for run-on).

_____ The intention of commercials in television and radio

_____ To influence the feelings of the buying public by arousing desires

_____ Who makes the words used in radio what is this job called

_____ Words can be entertaining, and informing to the public

Words

UNIT: THE POWER OF WORDS WITH EMPHASIS ON CIVIL RIGHTS

26

A famous Freedom Fighter-Frederick Douglass

Frederick Douglass was a Negro orator, writer, and leader of the anti-slavery movement in the United States. During the Civil War he organized two Negro regiments in Massachusetts. He visited President Abraham Lincoln several times and discussed the problems of slavery with him. After the war, he served as United States marshal and the recorder of deeds for the District of Columbia. He was the U.S. minister to Haiti from 1889 to 1891.

The story of his life, from his birth as a slave at Tuckahoe, Maryland in 1817 to his escape to Massachusetts in 1838, is told in his autobiography, Narrative of the Life of Frederick Douglass. Douglass became one of the speakers for the Massachusetts Anti-slavery society in 1841. Later he lectured for two years in the British Isles. Upon his return to the United States in 1847, he bought his freedom and founded the North Star, an Abolitionist paper.

Frederick Douglass died in February, 1895. The great abolitionist leader had left his mark on American life.

Vocabulary words

Line
1.....orator
2.....anti-slavery
3.....organized, regiments
4.....problems
5.....served
6.....marshal, recorder, deeds

Line
7.....minister
10.....autobiography, narrative
11.....speakers
12.....society, lectured
14.....abolitionist

Answer these questions

1. What was Frederick Douglass leader of?.....
2. What was Douglass doing in 1890?.....
3. Name at least 2 foreign countries that he had been to.....
.....
4. What was the name of the book that he wrote?.....
.....
5. When was Frederick Douglass born?.....
6. What newspaper did Douglass found?.....
7. When did Frederick Douglass die?.....
8. With whom did Frederick Douglass discuss slavery?.....
9. Where did Frederick Douglass escape to?.....
10. Where was Frederick Douglass born?.....

Answer true or false-if you answer false-tell why it is false.

1. Frederick Douglass was born rich.....
2. Douglass was 45 when he died.....
3. Douglass never left the U.S..... .....
4. Douglass was born in Maryland.....
5. Douglass was not an author.....

Field trips-

We took 2 field trips:

One trip was to the Harriet Tubman House in Aubrun

One trip was to the WHEN television studio

We gave them preparation sheets before each trip.
We did background work before each trip.
We had discussions after each trip.
We will include material about these trips on our final content exam.

Unit-The Power of Words with emphasis on Civil Rights

28

Trip to the Harriet Tubman House

The home in which Harriet Tubman spent her last days has been kept as a mounument to the woman who was credited with leading some 300 slaves to freedom on the Underground Railroad.

The home is just outside Auburn, New York. Auburn is about 26 miles from Syracuse. It is located in Cayuga County which is in the Finger Lakes District. The city is located very near the Finger lake of-Owasco.

In making the trip to Auburn we will travel in a southwest direction. Be sure to observe any lakes, towns, and other point of interest as we make the trip to see the Tubman House.

Make a point to observe the following things on our visit.

1. Any books written about Harriet Tubman.
2. Any things such as articles of furniture used by her.
3. Articles and other things in the showcases about her life.
4. Ask questions about Harriet Tubman-there will be a guide there to tell us about her.

Why are we going on this field trip?

Harriet Tubman was one of the outstanding freedom fighters for the cause of human rights in our nation. It is a good idea to visit the place where she lived for the following reasons-

1. A trip to the Tubman House is an excellent way to obtain first hand information about her.
2. A field trip is a way to obtain further information about our unit.
3. The trip will help to relate the information to the whole unit about civil rights.
4. The trip will give more meaning to the things we are learning about because now we can see as well as read about these things.

Notes:

WER OF WORDS

Trip to: WHEN Channel 5
RADIO
TELEVISION

POWER OF WORDS USED BY RADIO AND TELEVISION

The theme for our unit of study is, The Power of Words. Radio and television is a communication media that depends solely on words in order to operate. Words are quite important because the words used must be words that give information in such a way that all people can understand. Radio and television must use words that will influence the feelings and excite emotions of the people.

The intention of commercials in television and radio is to influence the feelings of the buying public by arousing desires and suggesting a need for the product that is advertised.

What is the intention of words used in the news?

What is the intention of words used in a play or story?

Who makes words for television and radio?

What are some of the jobs that are available for qualified persons in radio and television?

List some words that have been used in radio and television that you think have influenced your feelings or aroused your desires.

Speakers

We had 2 speakers for this unit.

One speaker was from COFO-speaking on conditions in Louisiana and Mississippi today.

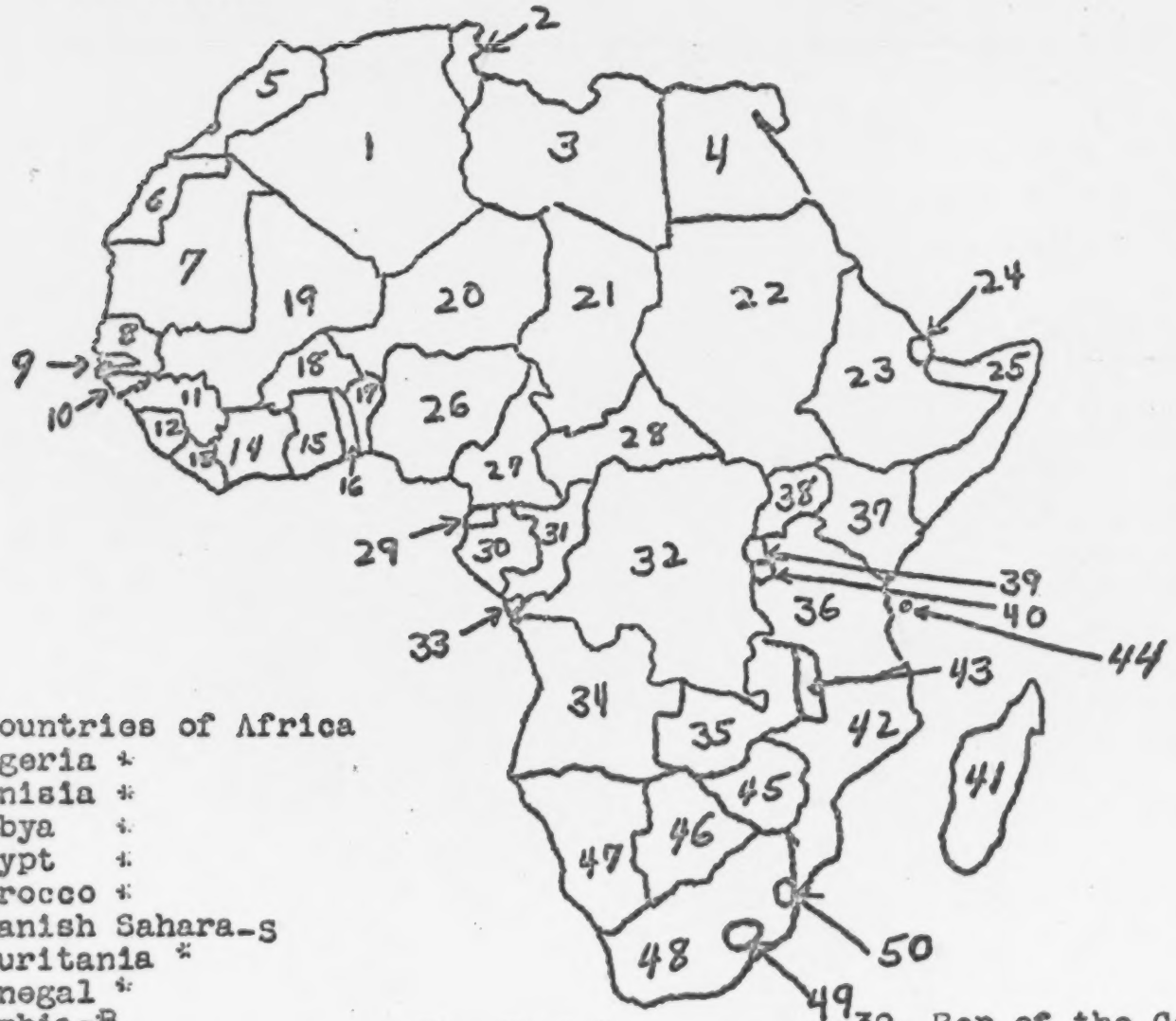
One speaker was from Nigeria-speaking on rights in that nation today.

The 2 following maps were used to help the children find the places talked about in the speeches.

ARKANSAS
MISSISSIPPI
ALABAMA
JACKSON
LOUISIANA
BATON ROUGE

Code

\# means independent
S means Spanish
P means Portuguese
B means British
F means French



The Countries of Africa

1. Algeria *
2. Tunisia *
3. Libya *
4. Egypt *
5. Morocco *
6. Spanish Sahara-S
7. Mauritania *
8. Senegal *
9. Gambia-B
10. Portuguese Guniea-P
11. Guniea *
12. Sierra Leone *
13. Liberia *
14. Ivory Coast *
15. Ghana *
16. Togo *
17. Dahomey *
18. Upper Volta *
19. Mali *
20. Niger *
21. Chad *
22. Sudan *
23. Ethiopia *
24. French SomailandF
25. Somalia *
26. Nigeria *
27. Cameroun *
28. Central Af. Rep. *
29. Rio Muni-S
30. Gabon *
31. Rep. of Congo *
32. Rep of the Congo.* (Leopoldville)
33. Cabinda-P
34. Angola-P
35. Northern Rhodesia*
36. Tanganyika*
37. Kenya*
38. Uganda *
39. Ruanda *
40. Burundi *
41. Malagasy(Madagascar) *
42. Mozambique -P
43. Malawi (Nyasaland) *
44. Zanzibar *
45. Southern Rhodesia -B
46. Bechuanaland -B
47. South West Africa*(Rep.S.A.)
48. Republic of South Africa *
49. Basutoland -B
50. Swaziland -B

32

1 UNDER FRENCH CONTROL
2 UNDER SPANISH CONTROL
5 UNDER BRITISH CONTROL
4 UNDER PORTUGESE CONTROL
1 UNDER Rep. OF S.A. CONTROL
37 ARE INDEPENDENT

Additions and notes

Following are-

1. Sample lesson plan sheet
2. Sample weekly summary sheet
3. Final week's material taught by the interns
4. Final diagonistic test

Note

We used the Post Standard each day in our class to help us teach the following objectives-

1. Symbolic language
2. Levels of meaning
3. Analysis of words
4. Etymology of words
5. Propoganda
6. Personal involvement

LESSON PLAN

SUBJECT_____DATE_____PERIOD_____
UNIT_____TOPIC/PROBLEM_____

MATERIALS NEEDED_____

OBJECTIVES FOR THE LESSON

I. Work in progress(things we are doing)

II. Introduction(Statement of yesterday's work as a means of providing continuity for the work at hand-mention about future planning)

III. Activities (how and what is to be taught-learned-methods)

IV. Concluding discussion-(clear up any difficulties-view progress)

V. Evaluation of the lesson-

Unit- The Power of Words with emphasis on Civil Rights

First week workbook sheet

This week we have had the following material-

(1) Sheet on the story of the Liberty Bell
(2) Sheet with a poem about the Liberty Bell
(3) Sheet about the life of Harriet Tubman
(4) Sheet about the trip to the Tubman House
(5) Sheet on Civil Rights
(6) Diagnostic test on English skills
(7) Notes on the objectives of the unit
(8) A sheet containing slagg to rewrite into proper English
(9) Notes on Propaganda-fact and opinion
(10) You wrote a short commercial, paragraphs on your own involvement in the Civil Rights struggle, a short quiz on civil rights, a short quiz on Liberty Bell, examples of fact and opinion.

Put an x for the days you were present for class

Date-day-	1st. period.	3rd. period
7/6 Mon.	.....	.....
7/7 Tues.	.....	.....
7/8 Wed.	.....	
7/9 Thurs.	.....	
7/10 Fri.	.....	

This rule does not apply to the first field trip. But for the rest of the field trip the following rule applies.

Students must be here most of the time for all 4 classes in order to go on field trips. The reasons for this are-

1. Too difficult to order buses when attendance is poor.
2. Not fair to people who attend all classes

Now put an x by the sheets you have in your folder and the material you have handed in to the teacher-

1. Story of the Liberty Bell-
2. Poem about the Liberty Bell-
3. Story about Harriet Tubman
4. Sheet on the trip to Tubman House
5. Sheet on Civil Rights
6. Notes on the objectives of the unit
7. I took the quiz on civil rights.....Yes.....No
8. I took the diagnostic test on English skills...?...Yes.....No
9. I handed in the paragraphs about my involvement in civil rights- Yes.....No
10. I handed in the sheet on the rewritten "slang" paragraph- Yes.....No

Name of the student.....

My mark on the English Diagnostic test was.....
My mark on the Civil Rights quiz was.....
My mark on the Liberty Bell quiz was.....

Do you really think you learned anything this week?....Yes....No....

THE POWER OF WORDS

#1

#2

#3

#4

#5

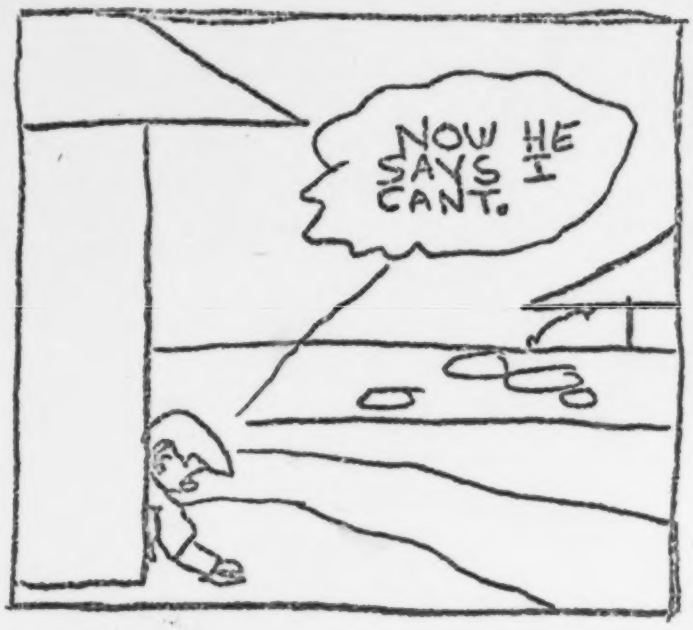
#6

SMITH FAMILY
7/19/64

THE POWER OF WORDS

#1

#2



#3

#4

#5

#6

SMITH FAMILY
7/19/64